

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Werrington Community Primary School is a small rural school of approximately 30 children, with an adjoining nursery. Although we are only about 2 miles from Launceston, and are situated on the main road to Bude, our locality sometimes feels quite remote. We have in the past experienced quite high levels of transient pupils and families whose children have been placed in numerous schools over the years and whose emotional health and well being is quite poor.

- **Priority Areas** (What priority area(s) did you choose?)

Following the completion of the SHEU survey over 3 consecutive years, we became concerned that there was a trend of children who came to school displaying poor levels of hygiene and care.

We therefore chose to focus on the EHWP as a whole school approach as we felt that it would be inappropriate to single out individuals.

- What was the **need**? Why did you do what you did?

Through both the survey and our own contact with the families, we established that some pupils were not receiving regular dental visits and that some pupils' level of hygiene was very poor. For example, one child would come to school in unwashed uniform and another child was complaining of ongoing tooth pain which the parents neglected to seek appropriate attention for. We also felt that some pupils' parents had mental health and emotional needs, which could have been better supported in the community. All of these issues increased our absence rates or late arrivals and affected children's academic and social outcomes.

- What did you **do**? Describe the activity.

We decided to enrol some outside support where possible as these issues were too difficult for us to deal with as a school, by ourselves.

We enrolled with the Health Promotion Resources Library to obtain resources on dental hygiene and health.

We used these resources in curriculum time to teach the two Key Stages about keeping healthy and appropriate diets and lifestyles.

We followed this with a hand washing workshop run by the school nurse using the ultra-violet light box to demonstrate effective hand washing. The pupils from Key Stage 2 entered a poster competition to design a poster about washing your hands, for which two pupils won awards. Following on from this, further work was done with Key Stage 1 and the nursery using resources produced by Dettol. Hand washing and hygiene posters are more evident in school.

As a school, we felt that SEAL had run its course and we needed something more stimulating for the children and staff. The Healthy Schools Coordinator attended R-Time training with the intention of introducing R-Time to the Foundation Stage and Key Stage 1 pupils initially and then Key Stage 2 at a later date. Over the coming year it is hoped that R-Time will become more embedded in to the curriculum. The Healthy Schools Coordinator also attended the Massage In Schools training course and used massage in the class room successfully with Key Stage 1. We also involved the parents through a whole school end of term assembly where the techniques were demonstrated and parents were encouraged to practise these with their children at home.

Heartstart is used throughout the school annually and staff received a training update this year. Once the new resources have been produced for this year, we intend to schedule Heartstart in to the autumn term curriculum and are hoping for a visit from a local MP to observe the training!

We decided to join with another school to share the cost for us to attend a Skip2BFit workshop. The children absolutely loved this activity and many children have purchased skipping ropes and have been practising their skipping at home. In school we have allowed the children to skip at lunchtimes using the Skip2BFit kit bag, which we purchased. We held a sponsored skip which many parents came to watch (we could not persuade any to join in though!) and raised money for new PE equipment. We have also decided to use the skipping during our Wake and Shake sessions in the mornings.

To address the emotional health and well being of parents, we invited Vanessa Newman, our local Parent Support Advisor, in to school. She held a drop-in session for parents to ask for advice on different aspects of parenting. Following this, she also ran a Positive Parenting workshop to cover aspects of good parenting, behaviour management and provide general support and advice. Of those that attended, it was felt that the session was very beneficial so we hope to acquire the workshop handouts from Vanessa, to publish them on our school website. Vanessa has also made herself available for individual family support within the home following on from this workshop.

We are in the process of compiling a list of useful contacts for parents/carers which they can refer to in times of needs. For example: Domestic violence unit Cruse Bereavement and Family Information Services.

The governors decided that it would be beneficial to set up a Parents Forum in order to encourage parents in to school to find out more about what we do. A meeting was held and a discussion took place about the purpose of future meetings.

- **Who did you work with** and why did you choose them? (Classes? Year groups? Whole school? Who were you Children in Challenging Circumstances (CICCs)?)

Included in previous section.

- Where did you start from? (about your **baselines**)

The SHEU Survey was our baseline and it is our intention that we will repeat this survey or something similar in the next academic year to see what progress we have made.

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

Everything that we have done so far has been for the benefit of the school and/or the community but we feel that there is still some way to go.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children? (**impact**) The **So What?** question

So far, the biggest positive impact has been on the children. They have really enjoyed the workshops that they have been involved with and the visitors that they had contact with. We have seen a definite improvement in pupil attendance and punctuality over the last couple of years. From experience, we know that attendance rates can fluctuate so we must be vigilant.

- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

The children really enjoyed the Skip2BFit workshop and it has inspired them to keep fit by skipping much more at school and in their own time.
The pupils benefited greatly from the hand washing workshop and seem more vigilant about germs and effective hand washing.
Our dental hygiene and hand washing work has even impacted on the nursery with them setting up their own teeth cleaning charts and discussing hand washing routines.
The parent workshop was only attended by a small number of parents, although many parents had stated an interest in going so we may arrange a repeat session.
The concept of the Parents Forum needs to be discussed in the next meeting to avoid confusion of its purpose.

- Capture the work in **the words of those that took part** – children, parents, teachers, school staff.

Parents – “My child’s been practising all the time at home for the sponsored skip”
- (Following the initial Parents Forum meeting) “I had been worried about meeting the governors but actually I enjoyed the meeting and think it’s a good idea”.

Pupils – “I loved the skipping and want to do it every lunch time”
“I can’t believe I did the most skips and won the T-shirt” (during the Skip2BFit workshop)
“You have to wash the germs off your hands or you’ll get ill!”

Staff – “The children thought it was really funny when one of the pupils used the disclosing tablets for the dental hygiene lesson because her mouth went purple and she had to spit in to a bowl which they found hilarious!”

- Can you **add photos and artefacts** to enhance the story?



Skip2Bfit Workshop 2011

- **Where are you going next** with this work or other priority areas? How will you sustain the work and maintain capacity for the future?

From the work that we have done so far, we feel that children's and parents' attitudes towards EHWP have been raised and that they are more aware of the support that is available to them in school and in the community. It is hoped that with continued input, relationships between school and home will be better integrated and more communicative.

We hope to continue the idea of a Parents Forum to further improve the relationship between the school and parents.